

6 month reporting date 11/21/05  
12 month reporting date \_\_/\_\_/\_\_  
Closed 1/04/06

received 12/23/05

### Greater Hoyt School District Improvement/Progress Report Form

**Principle: 1 – General Supervision**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:22:03. Certified child**

**ARSD 24:05:25:04. Evaluation procedures.**

**ARSD 24:05:24:01:09. Developmental delay defined**

**ARSD 24:05:25:04:02. Determination of needed evaluation data**

**ARSD 24:05:25:06. Reevaluations**

Through interview and a review of student records the monitoring team revealed a student who was identified on the district 2003 child count as developmentally delayed. The student turned six years old on September 1, 2004 and has not been reevaluated to determine the appropriate disability category. This student has been placed on the December 2004 child count under the category of multiple disabilities with visual and orthopedic impairments. Documentation supporting this disabling condition as defined by Part B of the Individuals with Disabilities Education Act is not available in this students file for verification of its annual federal child count.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure evaluation data supporting a students disabling condition is available in the students file for verification of its annual federal child count.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Evaluation data supporting a students disabling condition, which meet South Dakota eligibility criteria, will be maintained in the files of South Dakota students.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**6 month progress**  
Record date  
objective is  
met

**12 month progress**  
Record date  
objective is  
met

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<p>1. What will the district do to improve?          The district will ensure compliance to the South Dakota eligibility criteria through adoption and incorporation of the criteria into the district comprehensive plan.</p> <p>What data will be given to SEP to verify this objective?          The district will submit a copy of the signed assurances to South Dakota Special Education Programs.</p>	<p>March 15, 2005</p>	<p>District Superintendent Special Education Staff</p>	<p><b>Met December '05</b></p>	
<p>Please explain the data (6 month)          Sent to SEP a copy of the signed assurances on 12/23/05.</p>				
<p>2. What will the district do to improve?          The student noted above will immediately be reevaluated meeting the South Dakota evaluation procedures and criteria.          Documentation supporting the student's area of eligibility will be maintained in the student's record for verification of the annual child count.</p> <p>What data will be given to SEP to verify this objective?          The district will provide to Special Education Programs (SEP) a list of the evaluations administered, the evaluation dates, the eligibility category determined by the team and a summary of the scores used to verify eligibility under the identified category.</p>	<p>April 15, 2005</p>	<p>Special Education Coordinator and Special Education Staff</p>	<p><b>Met December '05</b></p>	
<p>Please explain the data (6 month)          Sent SEP the required materials noted above 12/23/05.</p>				

**Principle: 5 – Individual Education Programs**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:27:01.03. Content of individualized education program**

**ARSD 24:05:27:13.02. Transition services.**

Through a review of student records, a course of study was not documented in the IEP for a student 16 years old. The IEP only contained the statement, "...will take general courses in the regular curriculum when appropriate. (The student) will participate in the general education exploratory class involving exploration of career choices and awareness." The team could not find evidence that this student has ever been evaluated to determine their transition needs. The IEP did not reflect a coordinated set of activities which promotes movement from school to post-school activities. Through interview, the team was informed of a variety of district programs and services available to student of transition age however, this IEP contained only a single goal for the student to develop an awareness of occupations that may be of interest to him.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure transition services represent a coordinated set of activities which promotes movement from school to post school life.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Beginning at age 14, a course of study will be included in the students IEP.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? The district will contact the regional South Dakota transition liaison, Bev Petersen, and request technical assistance for special education staff.  What data will be given to SEP to verify this objective? The district will report to SEP the data of the visit by the transition liaison.	April 15, 2005	Special Education Coordinator and Special Education Staff	<b>Met</b> <b>December '05</b>	

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Please explain the data (6 month) Millie Olsen, Iowa's local AEA consultant will be having an inservice for secondary special education teachers and principal January 25 <sup>th</sup> .				
2. What will the district do to improve? A course of study will be developed in the IEPs of all students by age 14.  What data will be given to SEP to verify this objective? The district will report to SEP the date of the IEP meeting held for the student noted above in which the course of study was incorporated into their IEP.	April 15, 2005	Special Education Coordinator and Special Education Staff	Met December '05	
Please explain the data (6 month) Sent SEP the date of the IEP meeting held 1/06/05 where a course of study was incorporated in the IEP.				

<b>Principle: 5 – Individual Education Program</b>
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) Same as above.
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures secondary transition plans for students with disabilities are a coordinated set of activities, reflecting the student's strengths and interests, to prepare them for post school activities.
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  Based upon evaluation, the student's strengths and need will be identified in the present levels of performance leading to services, activities and goals in the students IEP which represent a coordinated set of activities.

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<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. What will the district do to improve?          Transition evaluation, services, activities and/or goal representing a coordinated set of activities will be developed in all student IEPs by age 16.</p> <p>What data will be given to SEP to verify this objective?          The district will submit to SEP the date transition evaluation was conducted and the IEP meeting date which incorporated the transition activities for the above student. A summary of the coordinated set of activities will also be submitted.</p>	<p>April 15, 2005</p>	<p>Special Education Coordinator and Special Education Staff</p>	<p><b>Met</b> <b>December '05</b></p>	
<p>Please explain the data (6 month)          Sent to SEP a coordinated set of activities and the IEP meeting date of 1/06/05.</p>				